

PROGRAM ALIGNMENT AND TALENT DEVELOPMENT TASK FORCE
Recommendations for the Indiana Career Council Strategic Plan
DRAFT-April 21, 2014

In December 2013, the Program Alignment and Talent Development Task Force was established by the Indiana Career Council to recommend strategies relative to the first three Strategic Imperatives identified by the Council.

Strategic Imperative 1:

Ensure the State of Indiana maintains a cohesive, demand-driven education, job skills development, and career training system that focuses on developing and delivering client-centered career pathways.

Strategic Imperative 2:

Increase the skill and education levels of Indiana's workforce in order to meet the needs of the State's employer community

Strategic Imperative 3:

Increase the alignment between education and training provided through the use of public funds and high-paying occupations and careers that are projected for growth

Through a series of strategic discussions over the past two months, the Task Force has developed the following objectives and strategies in response to the three strategic imperatives.

IMPERATIVES 1, 2, and 3

Objective x: Change the culture within Indiana to value education and learning at all levels and all careers

Strategy x.i

Encourage leadership at the state and local levels to communicate long-term goals to improve education attainment levels among Hoosiers

- Develop crisp messages to state leaders and policy-makers to further the understanding of the need to improve educational attainment
- Support leaders in promoting the message to their peers, partners, staff, and those at the local level so that it trickles throughout the system to the front-line staff
- Develop a state-wide marketing campaign and PSA's

- Engage university student marketing teams to develop ideas and consider using famous Hoosiers such as David Letterman, past Governors, Chief Justice John Roberts, etc.
- Target multiple audiences including students (K-12, postsecondary), parents, and the adult workforce
- Develop outreach strategies for each target audience. For example, utilize social media to reach younger audiences and ensure that materials are available in multiple languages

IMPERATIVE 1: Ensure the State of Indiana maintains a cohesive, demand-driven education, job skills development, and career training system that focuses on developing and delivering client-centered career pathways.

Objective 1.1: Provide a seamless system of partners that provides client-centric services

Strategy 1.1.1

Increase connectivity among partner agencies

- Building from existing data sharing agreements, strategically share data among partner agencies to serve individuals through most appropriate services
 - Provide “opt out” provisions in partners’ data collection methods to information sharing
 - Explore statutory and legal allowances for sharing information
 - Develop processes for sharing cross-matching data among FSSA, DWD, secondary schools, postsecondary institutions, and others
 - Engage the Indiana Network of Knowledge (INK) to align efforts
- Integrate Family and Social Services Administration (FSSA) career/work components with existing services within the talent development system
 - Leverage WorkOne services to fulfill Supplemental Nutrition Assistance Program (SNAP) work-search component
 - Pursue education and training as fulfillment of the SNAP work-search component
- Eliminate duplication of services and identify opportunities to leverage existing funds
 - Develop an asset map and gap analysis relative to career and technical education, postsecondary education, and the workforce system
 - Include programs, funding, and facilities/equipment in the asset map
 - Support asset mapping and gap analysis at the regional level
 - Based on opportunities identified in the asset mapping process, fill gaps in service or programs by leveraging partner assets

Strategy 1.1.2

Leverage the WorkOne system to engage more Hoosiers in skill and career development activities

- Develop a certification process for the system of WorkOne Centers to encourage alignment of partner services and resources to collectively serve individuals and businesses

- Convene a work group to develop the standards and process for *system* certification
 - Develop certification standards for Job Seeker services, Business services, Center Management standards
 - Determine the process for certification including reviewers, review process, duration of the certification, and any tools needed for implementation
- Ensure standards reflect a client-centric model that places the individual or business at the center and efficiently leverages partners' resources/programs to provide solutions
- Create a client feedback tool/survey at key points in the engagement process to assess how well they feel they are being served
- Encourage WorkOne Certification through positive rewards and/or incentives that may include access to additional funding, public recognition, etc.
- Offer ongoing professional development and information to workforce development professionals. Leverage National Association of Workforce Development Professionals (NAWDP) as possible a vehicle for information sharing and professional development
- Develop a state-wide virtual WorkOne tool to increase the volume of individuals and businesses that are served by the talent development system
 - Position the virtual WorkOne tool to complement office visits/in-person client services, ensuring that the tool does not take the place of in-person services
 - Determine the necessary functions for a virtual WorkOne tool to make it a high-tech, high-touch platform including:
 - Student/Jobseeker services
 - Employer services
 - "Back-end" functions such as data collection (tracking outcomes, capturing employer needs, etc.), information sharing among partners, etc.
 - On-line coaches for intensive counseling similar to the WGU model (touch base weekly, connect client to deeper resources, etc.)
 - Determine how the platform should be integrated with or linked to existing systems
 - Conduct an inventory and assessment of state or regional workforce tools in order to identify effective tools and practices.
 - Link to current efforts of the Indiana Chamber and its partners to align K-12, postsecondary and adult career awareness, exploration, preparation

and data resources within the platform so information is easily accessible by students, parents, adults and communities

- Include a client feedback tool

Strategy 1.1.4

Develop a real-time jobs data-base with skills requirements and salary information

- Build capability into INK
- Encourage employers to include this information in job postings, which will be held in confidence until enough data is available to report in aggregate and protect sensitive information
- Make available on *IndianaCareerConnect.com* (or similar new website)
- Explore ways to encourage postsecondary graduates to post their resumes on *IndianaCareerConnect.com* to provide a more complete picture of the talent available in Indiana
 - Explore the potential for *IndianaCareerConnect.com* to capture these resumes automatically to avoid duplication of efforts
 - Build an “Opt Out” option for graduates that do not want to share their information
 - Ensure that the solution is mutually beneficial to graduates, employers, and higher education institutions

STRATEGIC IMPERATIVE 2: Increase the skill and education levels of Indiana's workforce in order to meet the needs of the State's employer community

Objective 2.1: Ensure individuals possess the foundational skills and information necessary for career success

Strategy 2.1.1

Leverage the Hoosier Family of Readers program to increase literacy throughout Indiana

- Expand Hoosier Family of Readers throughout Indiana for all citizens
- At the state and community level, seek private support/resources to increase access to reading materials (e.g. consider asking the First Lady to engage)
- Encourage communities to become involved in increasing literacy levels outside of the classroom by expanding or developing a model similar to Learn More Indiana's College Success Coalitions
- Support the state's efforts for a "strong start" through early learning

Strategy 2.1.2

Improve the "soft skills"/ "work place skills" of Indiana's workforce

- Work with the State Workforce Innovation Council (SWIC) to explore a statewide soft skills development program and/or certification
 - Evaluate the lessons learned from *Work Ethic Certification* pilot sites across the state
 - Adapt the *Work Ethic Certification* for use with adult job seekers
 - Promote the certification to employers to ensure it has value within the labor market

Strategy 2.1.3

Explore the use of business and community members in delivering career readiness information

- Scale up successful regional initiatives such as EcO15, Dream It Do It and Advancing Manufacturing
- Develop a mechanism to engage community-based partners in furthering soft skill development through their existing programming. Partners may include, but are not limited to: Jobs for America's Graduates (JAG), 21st Century Scholars, Junior Achievement, Boys and Girls Clubs, 4-H Clubs, Girl Scouts, Boy Scouts, Future Farmers of America (FFA), Career and Technical Student Organizations (CTSOs)

Objective 2.2: Increase students' awareness of career opportunities within Indiana

Strategy 2.2.1

Require all students to complete a career course during middle school

- Utilize the *Exploring College and Careers* currently offered in schools as model for developing the framework for the course
 - Determine the appropriate grade-level to require the course
 - Utilize the course to expose students to the career clusters and their relevance to Indiana and also to develop an understanding of the career pathways to arrive in these careers
 - Reinforce soft skills development throughout the course
 - Leverage existing career exploration tools available within Indiana such as Indiana Career Explorer and Drive of Your Life
 - Determine necessary resources that will be needed for implementation
- Engage Regional Works Councils with schools to confirm regional industry trends and career opportunities

Strategy 2.2.2

Connect individuals to Hoosier businesses and career opportunities through work-based learning or other “earn and learn” approaches

- Challenge existing employers to add 10,000 new internships in the state within 3 years to retain skilled talent in Indiana
- Leverage existing infrastructure available from Indiana INTERNnet to support connections between employers and students. Identify additional mechanisms to collect work-based learning data beyond Indiana INTERNnet.
- Align with existing work-based learning efforts that have been regionally developed and/or privately funded
- Promote programs such as EARN (Employment Aid Readiness Network) Indiana and Indiana Cooperative Education (ICE) to support employers expansion of internships and other work-based learning strategies throughout the state
- Provide technical assistance to employers who need support launching internship programs including ways of addressing age and liability insurance concerns. Leverage existing resources from Indiana INTERNnet (existing employer guide) and other partners
- Further develop the high school model for work-based learning, building on successful models that exist in Indiana such as Providence Cristo Rey High School

- Encourage all higher education institutions to offer cost-effective credit for internships if they do not already
- Ensure that college students complete “applied knowledge” or work-based learning experiences (such as an internship, co-op, clinical, student teaching, immersive learning, apprenticeship, practicum or similar experience) throughout their postsecondary education

Objective 2.3: Link career pathways to Indiana high wage, high demand careers for students and adults across the K-12, postsecondary and adult systems in order to remove barriers and encourage acceleration toward degrees and credentials

Strategy 2.3.1

Expand the opportunities for individuals to earn a high school equivalency *and* an occupational credential

- Scale existing models such as WorkINdiana, the Excel Center, or others
- Identify resources (facilities, funding, etc.) needed to bring these models to a larger scale

Strategy 2.3.2

Explore innovative funding models to increase support for certificates and industry-recognized credentials demanded by employers

- Explore sustainable funding models for training such as the Iowa Industrial New Jobs training program
- Explore the expansion of the Associate Accelerated Program (ASAP) at Ivy Tech Community College to adult students
- Explore the Early College model and employer-driven curriculum model available from Vincennes University tied to technical certifications
- Explore methods to increase CTE access in Indiana’s rural school districts in a cost-effective manner (e.g. transportation, virtual methods, mobile labs, etc.)

Strategy 2.3.3

Link pathways and priorities to state economic development key sectors and co-promote educational pathways with state economic development priorities and the Lumina Foundation’s Goal 2025

STRATEGIC IMPERATIVE 3: Increase the alignment between education and training provided through the use of public funds and high-paying occupations and careers that are projected for growth

Objective 3.1: Provide career counseling to Hoosiers throughout the entire talent development system

Strategy 3.1.1

Establish career counselors throughout Indiana who are *external* to the education and workforce development systems, but who understand employer needs and can help navigate the system

- Convene a work group to develop the program/structure for a network of career counselors throughout the state
 - Identify how these career counselors' align and interface with counseling inside the schools, postsecondary institutions, and WorkOne Centers
 - Determine where these career counselors will be "housed" and what resources will be needed for implementation
 - Explore performance based funding based on criteria for reaching students and obtaining outcomes such as:
 - Increases in students entering high priority fields
 - Increases in student obtaining employment or entering postsecondary education in high priority fields of study
- Encourage these career counselors to collaborate directly with regional sector partnerships, Regional Works Councils, Workforce Investment Boards, etc.

Strategy 3.1.2

Engage professionals from employers in providing career counseling to high school students

- Engage Society of Human Resource Managers (or similar HR/business professionals) in development of career opportunities for high school students preparing for career and college focusing on near and midterm Indiana career opportunities
- Contract with Junior Achievement or similar organization to provide career awareness in the schools

Strategy 3.1.3

Offer a robust professional development strategy to counselors from K-12 education, postsecondary education, the workforce system, and social services

- Ensure all counselors throughout the state are informed/equipped to provide the following:
 - Information about career opportunities within Indiana
 - Knowledge of the various programs/resources/flexibilities available to the individual from the system, all with a focus on the individual's needs
- Develop an online learning platform to provide access to resources, webinars, and other web-based modules.
 - Offer Professional Growth Points (PGPs) or other continuing education credits
 - Engage employer representatives and HR professionals via SHRM chapters to develop content and/or deliver webinars
- Provide professional development tracks for counselors to specialize in priority sectors and earn a "sector/pathway proficient" certification
- Hold an annual career counseling forum to facilitate information sharing and collaboration among counselors and workforce professionals
 - Partner with existing forums/events to leverage resources and counselors' time
 - Utilize the forum as an opportunity to promote up-to-date career information, hot jobs, emerging trends, etc.
 - Connect the work to the annual Postsecondary Counseling Institute
- Develop a mechanism to communicate system-wide about flexibility and changes that affect career counseling (e.g. Pell grants can be used for select short-term credentials)
- Increase counselors' exposure to local businesses and industries and regional workforce and economic development needs
 - Create regional, experiential counselor tours and trainings
 - Consult with superintendents and principals associations to promote staff in-service time for regional trainings and professional development

Objective 3.2: Connect more effectively with employers to support their workforce needs

Strategy 3.2.1

Adopt a shared approach among all partners conducting business outreach

- Position Regional Works Councils to convene program partners that are conducting business outreach or offering services to businesses. Partners may include, but are not limited to:

- Ivy Tech Corporate College representatives
 - Vincennes University Employer-Education partnerships
 - WorkOne Center business representatives and partners
 - IEDC regional field representatives
 - Regional and local economic development organizations
 - Chambers of commerce
- Organize a work group of partners to design a collaborative approach to identify and address employers' needs that includes mechanisms for:
 - Targeting outreach to businesses that are poised for growth or at-risk
 - Sharing information related to business needs among partners
 - Providing comprehensive solutions that address business needs
 - Flexibility for regional adoption
- Once the collaborative strategy is determined, provide professional development to front-line staff who will be implementing the collaborative strategy